Chapter II

REVIEW OF RELATED LITERATURE

The research scholar has made sincere efforts to locate the literature related to the present study. The relevant studies found through various sources have been enumerated below:

Ali\(^1\) identified the most important physical education goals as perceived by the physical education teacher's in Saudi Arabia and investigated whether there were differences in teacher's perceptions in relationship to their qualifications and teaching levels.

(PEGQ) Physical Education Goals Questionnaire, to measure teachers perception in the four areas of physical education, cognitive, affective, psychomotor and health related fitness was employed to sample of physical education teachers in the Riyadh area in Saudi Arabia.

Results of the study revealed that, the reliability of (PEGQ) ranged from .87 to 0.93. Multivariate analysis indicated that there was no significant interaction between qualification and teaching level.

---

The study showed significant differences existed in the mean vectors between teachers with a diploma and a bachelor's degree favoring those with a bachelor's degree in two factors, cognitive and health related physical fitness.

Allan\textsuperscript{2} explored beliefs of preservice teachers about their future profession. Interviews were conducted with thirteen students enrolled in the Holistic Teaching/Learning Unit at the University of Tennessee. The students had identified themselves as interested in teaching in the primary grades, but not interested in or engaged in professional Preparation to work with special needs classes.

The students indicated that they had something special that would make them more successful as teachers than other individuals. Additionally, the students believed that this gift was enough to allow them to be successful in teaching.

Figueroa and Nilsa\textsuperscript{3} made an attempt to explore three themes that would give support to either the functionalist or conflict theory, or both of the Puerto Rican undergraduates relationship between sports


participation and education, attitudes toward the psychosocial functions of sport and attitude toward female sport participation were explored.

The sociological and individual functions of sport questionnaire was developed to collect data and administered on 216 undergraduates of Puerto Rican.

Findings included that attitudes toward sport were very positive. Participants believed that sport serves to develop good citizens, self-discipline, and respect for authority, among other values. Sports was also found to be a determinant of career aspirations.

Gold⁴ conducted a study on values and values transmitters. While much research concentrates upon current teachers, considerably less attention has been focused on student teachers.

Major instruments used were (i) values ranking survey; (ii) values education questionnaire; (iii) teaching scenarios involving values; (iv) Catch'Em teaching values.

---

The instruments were reviewed for validity. Statistics used included t-test, chi-square and correlation. Results showed that student teachers strongly supported teaching values.

Deniel' analysed the attitudes of students with orthopedic disabilities toward general physical education. The research study was two fold. First it was to develop a valid and reliable instrument to assess the attitudes of students with varied orthopedic disabilities toward their inclusion into general physical education class. Second, it was to use the instrument to examine the attitudes of students with varied orthopedic disabilities toward their inclusion into General Physical Education classes.

Development and validation of the inventory involved three types of validity (1) Face (2) Content, established via a seven member panel of experts and (3) Construct, which involved the use of total scale and three subscales utilizing maximum likelihood method of extraction factor analysis with orthogonal and oblique rotations.

---

Byrd and Linda⁶ surveyed four universities to determine which competencies are needed to begin teaching, degree of proficiency, and where proficiencies were acquired, as perceived by beginning teachers (N = 114). Two Teacher Educations Groups were also surveyed as to their perceptions of needed competencies, how proficient teacher should he, and where they should acquire their proficiencies. This study examined the differences between these two groups.

Instrument used were self-administered questionnaires for both groups. Questionnaire also contained open-ended questions and one teacher educator from each college was also interviewed.

It was found that the most-needed competencies were in the category of management and discipline. Although teacher educators agreed with beginning teachers as to needed competencies, instructors were not in agreement. Many competencies felt to be highly needed had low proficiency levels and some competencies felt to be of low need had high proficiency levels.

Cachet's\textsuperscript{7} theoretical presuppositions were that the individual is an integral entity. Therefore education should take place according to the harmonious development of all the facets of a child's being. Even in antiquity, physical education and sports were seen to be important for a balanced education. This study incorporated physical education and sports in the post-apartheid educational dispensation of South Africa. The researcher has concluded that reinstating physical education and sports in the school curriculum served a vital role in the reconstruction and development of a healthy and well balanced society.

Lin\textsuperscript{8} examined and compared the pattern of early childhood preservice teacher's professional beliefs about teaching and learning at two different points in their educational experience. The instrument included six open ended questions that examine preservice teachers perceptions of their role as teachers. 298 preservice teachers participated in the study. Chi-square analysis was conducted. The data suggested that preservice beliefs can be conceptualized and organized


\textsuperscript{8}Huey-Ling Lin, "Taiwan Early Childhood Pre-Service Teacher's Professional Beliefs," \textit{Dissertation Abstracts International} 59:11 (May 1999):4110-A.
in a systematic way. The beginning and ending group comparisons of pre-services teacher's belief showed qualitative differences between the two groups in willingness to take responsibility, how teaching should be conducted, learning from experience and building relationship for teaching.

Veronica\textsuperscript{9} examined the factors that were related to the teacher preparation program and the teacher's perception of strengths and short comings of the programs.

The main data were obtained from a questionnaire survey of 120 secondary school teachers in Jamaica. The random sample spanned a cross section of the country covering 10 secondary schools from the Traditional High, Comprehensive High and Technical High groups.

Results from Pearson's Product Movement Correlation showed significant relationships at the 0.05 levels between the dependent variables - quality program and the independent variables - process, and content. This study showed that teacher's behaviour, competence

and student outcomes are good indication of the quality teacher preparation program.

Clayton\textsuperscript{10} examined the self concept of future teachers at the beginning of their college careers compared with their peers. The population for the study was defined as the 1989 first-time baccalaureate students at USC - Coastal Carolina and a four year private college in South Carolina. Student Information Survey Instrument (SIS) of the cooperative institutional research program was used as tool for the study. Analysis of variance was used to analyse the scores statistically. The findings revealed that there were no significant differences in the self concept of students beginning their college careers in education compared to peers.

Husted\textsuperscript{11} compared graduates of traditional teacher education programs with graduates of professional development schools. 202 graduates in total, 73 from professional development schools and 129 from traditional teacher education programs participated for the study. This study examines whether the differences in the effects of teacher

\begin{itemize}
\item \textsuperscript{10} Mary Leiter Clayton, "Who are Our Nations Future Teachers : A Study of the Self-concepts of Beginning Education Students," Dissertation Abstracts International 51:12 (June 1991):4093-A.
\end{itemize}
education programs "wash out" overtime by comparing first and second-year teachers within each program. Findings included that although professional development schools and traditional graduates showed negligible differences in their first year of teaching. In the second year professional development schools teachers indicated a reduction in their problems. In addition professional development schools graduates reported an easier translation into teaching than old graduates of traditional programs. The author concluded that professional development schools teachers rise to new levels of development in their second year due to solid foundations of collaborations, support and extended, full-year experience in a realistic teaching setting.

McCullick\textsuperscript{12} studied the perspectives of public school physical education teachers regarding the participants, curriculum, governance and evaluation of teacher preparation in physical education. Subjects for this study were 18 physical educators, employed in the State of Georgia. Data was collected through a 90 minute structured and semi-structured interviews. Findings revealed that the teachers believed that

undergraduates must possess a love for sport, be physically fit and flexible. The teachers believed that cooperating teachers should be teachers who are effective and committed to the profession.

Sutliff\(^{13}\) compared the perceived teaching effectiveness of full time faculty, graduate teaching assistants, coaches and part time faculty at selected universities in Tennessee. 2457 students responded to 48 items on the Instructional Development and Effectiveness Assessment (IDEA) survey developed by Kaneas State University. The testing instrument was divided into seven teaching variables: (i) instructor's involvement with student, (ii) communication with students, (iii) enthusiasm, (iv) evaluation methods, (v) subject mastery, (vi) attitude towards physical activity and (vi) students rating of the course.

Analysis of variance revealed statistical significance \((p < .05)\) between one or more of the faculty groups in six of the seven variables.

\(^{13}\) Michael Andrew Sutliff, "A Comparison of Perceived Teaching Effectiveness of Full-Time Faculty, Graduate Teaching Assistants, Coaches and Part Time Faculty at Selected Universities in Tennessee," Dissertation Abstracts International 53:9 (March 1993):3142-A.
Dunn\textsuperscript{14} conducted a survey study administering to a sample of 248 teachers employed in Maine Public Schools. The study had two primary purposes (a) to investigate changes in attitude of Maine teachers towards the profession after the passage of Educational Reform Act of 1984 and (b) to assess the extent to which reform had impact on the teachers attitude towards profession. Major findings of study were as follows:

(i) Maine teachers improved overall opinion of the profession as well as increased satisfaction with their standard of living and running of schools. (ii) The attitudes of Maine teachers towards most other aspects of the profession have remained stable.

Lubis\textsuperscript{15} investigated the attitudes of students of vocational and technical teacher education college, towards teaching profession. The population consisted of students involved in the concerned courses at Padang in Indonesia. A sample was randomly selected and researcher developed questionnaire was used to obtain data. Data were analyzed using the SPSSX statistical package. The major findings of study


were: (i) The students have a favourable attitude towards teaching profession. (ii) The students have a positive perception towards the pedagogical courses, (iii) Students attitude towards teaching profession and their perception towards pedagogical courses are positively and substantially related.

Thompson and Pearl\textsuperscript{16} took a study to examine the relationship between student teacher's sense of teaching efficacy and academic learning time in physical education. The dependent variable was the amount of time pupils were successfully engaged in relevant motor activities (ALT - PEM) and was the criterion of teacher effectiveness. The independent variables were selected presage and context variables and measures of student teachers personal (PTE) and general teaching efficacy (GTE) beliefs. 30, secondary physical education major students who completed the teacher efficacy scale voluntarily taught single gymnastic lesson based on a specified objective.

The results indicated that there was no systematic relationship between a student teacher's teaching efficacy and context variable measured. Student teacher who was in low efficacy group spent

significantly more time on management activities and student teacher on high efficacy group spent more time in practice routine closely related to motor skill.

Biswa's comparison of personality variables of physical education teachers and other academic teachers in rural and suburban areas of Murshidabad district in West Bengal. Seventy two teachers (36 P.E.T.) and (36 Academic) teachers served as sample for the study. Cattell's 16 P.F. questionnaire was employed through personal contact. The 't' test was employed for statistical analysis of the data. Analysis revealed that physical education teacher and other academic teachers differed in their personality characteristics in respect of factors A,H,I,L,M,Q,Q2,Q3 and factor Q4. The scores of physical education teachers were significantly superior.

Hatt evaluated the extent to which students in a two year AA degree program have the characteristics and attitudes of professionals in the field of special education. Two groups of subjects were used.

Group I consisted of 25 students enrolled in Early Childhood Special

---

Education Programme while Group II consisted of 16 students enrolled for graduate course credit in special education. The 16 P.F. and Rucker-Gable education programming scale were administered. A t-test revealed that there was no significant differences between the groups. The findings indicated that both the groups resembled each other on personality variables as well as attitude placement choices.

Reid\textsuperscript{19} examined the perception of various policies and sub-policies towards physical education objectives as perceived by educators and non-educators. An opinionnaire was constructed and distributed to randomly selected members, Principal, Physical Educators and parent school leaders groups in Maryland and to State Directors of Physical Education. The application of one way and two way analysis and subsequent post-hoc test revealed the following:

(i) The affective qualities and total fitness goals were rated significantly higher than motor skills.

(ii) High agreement was displayed on the importance of goals and sub-goals.

\textsuperscript{19} Betty Ann Reid, "The Importance and Attainment of Selected Physical Education Objectives as Perceived by Educators and Non-Educators," \textit{Dissertation Abstracts International} 44:12 (June 1984):3630-A.
Wear\textsuperscript{20} evaluated attitude of college students toward physical education as an activity course. Wear developed an scale for this purpose. A large pools of statements was made and questionnaire was prepared. Likert technique was found appropriate and used. A preliminary draft of 120 statements was prepared and a sample of 75 college students was selected for trying out of this preliminary scale. Index of discrimination for determining the worth of each statement was computed and statements whose index of discrimination were below certain arbitrarily selected point were eliminated. Thus the inventory was reduced to the 40 items and give the inventory a short form for practical use. Split-half method was used to determine reliability and validity was established using logical expressions.

Edwards\textsuperscript{21} compared the groups of physical educators representing varying degrees of educational and teaching experiences on perceived importance of predetermined characteristics associated with successful physical educators. Data was collected from five groups of subjects. The groups included (a) A class of beginning

physical education majors, (b) A class of senior physical education majors, (c) physical education student teachers, (d) physical education entry year teachers, and (e) a random sample of established physical educators in the State of Oklahoma. All the five groups were asked to fill order form from most important to the least important 25 predetermined characteristics of successful physical educators. One way analysis of variance revealed that:

(i) A change in perception of characteristics during professional preparation of the students.

(ii) Management characteristics were given more values by teachers with field experience than students in preparation.

Langford\textsuperscript{22} compared the perceived physical abilities, attitudes towards physical activities, selected measures of physical fitness and self concept of physical education major and non major. Subjects for the study were 19 females and 12 male physical education majors, and 15 female and 15 male non majors. Comparisons were made among these four groups.

Results of the two way analysis of variance revealed that female and male physical education majors were more attracted to physical activity compared to non majors; female and male physical education majors have a high generalized appreciation for physical activity; female physical education majors possess higher values of self concept compared to female non majors; female and male physical education majors were no different on the scales of self-concept.

Mcglynn\textsuperscript{23} conducted a study to determine personality characteristics of teachers teaching in selected naval technical training school. Research was designed to measure the personality characteristics of teachers for the purpose of comparing successful and less successful teachers group traits. He administered the California psychological inventory of 480 true or false responses to the teachers in naval technical training schools. The results indicated that there were no significant differences in the personality assessment between either the successful or less successful teacher groups. No significant differences were found in the research selected variables of

age, sex, month of teaching experience between either the successful or less successful teachers.

Singh\textsuperscript{24} studied the teacher attitude of B.Ed. and M.Ed. student teachers of University of Madras. Subjects were selected by stratified random sampling, two samples of 546 B.Ed. and 78 M.Ed. students were taken for this study. Ahluwalia's Teacher Attitude Inventory was administered at the end of the B.Ed. and M.Ed. courses. There was no significant difference between the mean teacher attitude of B.Ed. and M.Ed. students, yet there were differences in the pattern of the frequency distribution of the attitudes scores.

Vasistha\textsuperscript{25} reported a study to test the effectiveness of an experimental pre-service experience on student-teaching performance. The experimental and control groups consisted of twenty subjects in each group. Stratified random sampling technique was employed and a pre-test, post-test design was followed. The findings of the study indicated that the students in the direction of attitudes and understanding associated with effective teaching as measured by Teaching Situation Reaction Test. The control group student teachers


\textsuperscript{25} K.K. Vasistha, "Teacher Education in India, pp.42-43.
wed no significant change during their student teaching experience.

Edgington\textsuperscript{26} undertook a study to develop a reliable and valid scale to measure the attitudes of high school freshman boys towards physical education. A preliminary scale of 125 statements was constructed and submitted to a jury to determine the worth of each statement. Using the Likert technique, the scale was then administered to 300 students to establish reliability and the validity of the scale. Split-half method was employed to determine the reliability. Comparison of test results from 30 students with subjective judgements of physical education instructors was made for a check on construct validity which was significant at .01 level. The final form consisted of 66 statements.

Campbell\textsuperscript{27} conducted a study on student's attitude toward physical education. A group of 199 college males completed the Wear Physical Education Attitude Inventory. The responding subjects were subsequently classified according to the size of high school attended.


\textsuperscript{27} Donald E. Campbell, "Student Attitudes Towards Physical Education," \textit{Research Quarterly} 39 (October 1968): 456-462.
the college of matriculation and the physical education classes in which they were currently enrolled.

(i) No significant variations in attitude scores toward physical education were found with in the subgroups of each of three classifications. However, a significant difference in attitude scores was found between the responses to the four categories of items of the inventory.

(ii) A significant variation in response was obtained between the subject formed by the physiological and the social items and the subset created by the mental, emotional and general items of the Wear Attitude Inventory.

Mista\textsuperscript{28} administered a revision of Plummer Attitude Inventory and a Background Information Questionnaire to 1,126 freshmen college women enrolled in the private colleges in Iowa.

Significant differences in attitude towards physical education were found between those who were earning interscholastic letters and those who were not earning letters, those participated in physical activities and not, those from small high school graduating classes and

those from large high schools graduating classes, those from farms and those from cities, those who chosen teaching career and those who chosen other careers.

Kenyon\(^29\) developed an attitude scale based up on a multidimensional model for characterizing physical activity. These dimensions were (1) Social Experience, (2) Health and Fitness, (3) Pursuit of Vertigo, (4) Aesthetic Experience, (5) Catharsis and (6) Ascetic Experience. These dimensions were supposed to be based upon social and psychological significance of sport and physical activity. For each dimension statements were prepared and Likert technique was used to interpret them. Reliability coefficients were determined by Hoyt's procedure. These reliability coefficients ranged from 0.68 to 0.89 for various dimensions. Attitude was considered a behavioural disposition and so validity could not be determined directly. Discriminatory power was taken as validity representation and in restudy factor analysis was also used to support the construct validation.

Brumback and Cross\textsuperscript{30} measured the attitudes toward physical education of all male lower division students entering the University of Oregon in September 1960. Wear Attitude Inventory (short form) was used for this purpose. The results indicated that as a group these students had a rather favourable attitude toward physical education. In comparing the mean score of this group with the means reported for two somewhat similar groups, the Oregon student's scores were significantly higher. In comparing various subgroups, athletes found to be having more favourable attitudes than non athletes.

Kane\textsuperscript{31} conducted studies on the personality profile and physical ability of physical education students. Results indicated that the male athletes were high in extroversions with a tendency towards low level of anxiety through the normative population. Besides these he found that his male athlete subjects were happy go lucky, tough minded, outgoing, warmhearted, venture some and having greater capacity of self control.

\textsuperscript{30} Wayne B. Brumback and John A. Cross, "Attitudes Toward Physical Education of Male Students Entering the University of Oregon," \textit{Research Quarterly} 36 (March 1965) 10-16.

Kennedy\textsuperscript{32} critically analyzed the effects of sports participation on the modification of various personality traits possessed by an individual before starting his/her sport career. Here he emphasised on the most commonly found personality traits in the champion athletes as started by ogilvie. These traits are: 1) Emotional Stability, 2) tough Mindedness, 3) Self Assurance, 4) Basic Trust in People, 5) Psychological Endurance, 6) Conscientiousness and 7) Outgoing.

Pestalozzi\textsuperscript{33} studied the critical teaching behaviour affecting attitude development in physical education. The subjects were 467 college students selected from three California state colleges who had completed at least one physical education course prior to the interview. Subjects were interviewed and asked to describe one critical incident that occurred in their current class or in a previous class that contributed to favourable and unfavourable attitude towards college physical education. It was concluded that college students were capable of identifying critical incidents which contributed to favourable and unfavourable attitude development toward college physical education.

Everts\textsuperscript{34} compared the effects of two college education programmes on attitude towards physical education and physical activity. Freshmen and women students enrolled in a basic foundation course and a regular activity course were compared on attitude towards physical education and physical activity at the beginning of first semester of the course, at the end of first semester and at the end of second semester.

It was concluded that the inclusion of a foundation course had no effect on the attitude of either men or women. The attitude of all groups however, remained at a relatively high level throughout the study. Attitude at the beginning of the course, were studied separately. It was found that the foundation course improved the attitude to a greater degree than activity course alone for men but had no significant effect on the attitude of the women students.

Keogh\textsuperscript{35} undertook a study to examine responses and characteristics of men and women whose stated attitudes toward physical education were extremes of high or low. In the study an


original group of 266 subjects, 69 men and women were selected whose scores on the Wear Physical Education Attitude Inventory were extremes of high or low. Additional data was obtained through a group interview questionnaire. There were no male-female differences within the extreme groups. The low groups offered some minimum support for the outcomes of physical education, but they vigorously questioned the relative value of physical education as a school program. No evidence was found to indicate that negative attitudes were related to non-participation.

Adams\textsuperscript{36} studied the methods for constructing the scales to measure attitudes. The first one developed by Thurston, Chave and other developed by Likert. Both scales measure the attitude using a set of statements about the particular subject, belief, idea or whatever is being investigated. The statements are presented in questionnaire form and respondents are required to indicate their responses. When the results of the Thurston and Chave scale were compared with the results obtained on Likert Scale. The following correlation were derived:

Thurston and Chave A: Likert (r) = 0.77.

Thurston and Chave B: Likert (r) = 0.80.

This was concluded that except procedural pattern both tests are capable of producing reliable results.

Drinkwater developed an attitude inventory to determine the attitudes of high school girls toward physical education as a career for women. Likert technique of scale construction was used for this questionnaire. Statements were collected from varied sources, and statements for the scale were prepared keeping in view the various aspects of physical education. Thurston's method of testing for ambiguity and Flanagan's Table were used to test the ambiguity and the discriminatory power of the statements. Ambiguous statements were eliminated. Split-half method was used to determine reliability and the correlation coefficient was raised by using Spearman - Brown Formula. The final scale consisted of two forms and each form had 36 statements.

Gruber\textsuperscript{38} took a study to determine whether or not undergraduate male students majoring in physical education at Purdue University, project the same personality traits and attitudes toward teaching as do successful male teachers of physical education who received their undergraduate training at Purdue. The instrument used to measure personality and attitude were the Guilford - Zimmerman Temperament Survey and the Minnesota Teacher Attitude Inventory. Significant differences between the mean were not obtained when comparing personality and attitude mean scores as projected by students and teachers. However an item analysis revealed that many items were hidden behind personality and attitude mean scores which would have significantly discriminated between teachers and students.

Thrope\textsuperscript{39} conducted a study to determine whether or not a pattern of similarity of personality variables existed among successful women undergraduate students; graduate students and teachers in physical education.


55 graduate students, 100 teachers and 100 senior majors were suggested by administration in selected schools of professional preparation. The physical education group showed a similarity of patterns and significant differences were found when the total physical education group was compared with the normative group.

McGee\textsuperscript{40} compared the attitudes, as expressed by administrators, teachers and parents toward intensive competition for high school girls. A 70 item attitude scale constructed by a combination of the Thurston and Likert Method was submitted to the respondents. The population was composed of respondents from some Iowa Communities which: (i) do not sponsor such competition, (ii) sponsor competitions, (iii) Illinois Communities which do not sanction the competitions results showed that:

(1) Mean attitude score of Iowa member group was significantly higher than non member and Illinois non member group.

(2) All parents showed favourable attitude than other regardless of the group they represent.

Nemson⁴¹ studied the specific annoyances of students towards compulsory participation in physical education classes. 121 items, representing annoyances to factors directly or indirectly related to physical education were derived from varied sources. These items were presented to 323 junior and senior high school boys in a large semi rural high school. The subjects expressed their annoyances with respect to each item. It was concluded that:

(1) There was a difference in general types of things which annoy the group of boys.

(ii) Boys in good attitude group were annoyed to selected items whereas ways of poor attitude group showed rebellion towards compulsory physical education.

---